



Little Houghton CEVA Primary School

Accessibility Policy and Plan

‘Learning for Life’

Through:

- ❖ Growth – realising our potential
- ❖ Community – sharing and contributing
- ❖ Spirituality – reflecting and thinking deeply
- ❖ Environment – appreciating local and global environments

So that each child can flourish – like a flower of the field (Psalm 103:15)

Mission Statement:

We aspire to attain high academic and moral standards, and to encourage emotional and spiritual development, based on the values of the Christian faith.

Our sense of community is reflected in our Ethos Statement:

We are a Christian school working in partnership with parents and the wider community:

- Which maintains a welcoming, secure and inclusive environment
- Where God’s love is demonstrated and taught and where the emphasis is on the value God places on each individual
- Where we promote personal responsibility, good citizenship and Christian and British Values that develop high behavioural and moral standards based on the teachings of Jesus Christ
- Where we aspire to attain high academic standards, enable pupils to achieve their full potential and develop a lifelong love of learning
- Where true faith and sound learning flourish within the traditions of the Church of England
- That reflects on the spiritual values of the Christian church
- That epitomises our core Christian Values

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind in accordance with our vision:

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure planning provides a differentiated approach so that all pupils are able to access the curriculum</p> <p>Review resources, especially library resources to ensure that examples of people with disabilities are included</p> <p>Liaise with the SENCo termly to ensure that appropriate targets are set</p> <p>Carry out a curriculum review at the beginning and end of</p>	<p>Planning checks by subject leaders, governors and head teacher termly</p> <p>Library audit and review – Spring term</p> <p>Termly IEP reviews between CTs, Senco and parents</p> <p>Curriculum review and evaluation after each theme</p>	<p>HT Governors Subject leaders</p> <p>All staff</p> <p>SENCO CT Parents CTs</p>	<p>July 2022</p> <p>July 2022</p> <p>End of each long term</p> <p>End of each long term</p>	<p>Curriculum is appropriately differentiated to take into account the needs of all pupils</p> <p>Curriculum resources include positive examples of people with disabilities</p> <p>Targets set which enable pupils with additional needs to make good progress</p> <p>The curriculum is regularly monitored,</p>

		each term to evaluate its effectiveness in meeting the needs of all pupils				evaluated and reviewed to ensure it meets the needs of all pupils well
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps – up to class 2 • Entrance hall and corridor width appropriate for wheelchair access • A disabled parking bay • A disabled toilet and changing facilities • Library shelves at wheelchair-accessible height 	Governors Health and Safety annual review to check these environmental aspects are still safe and accessible	Finance, Personnel and Premises Committee of governors to ensure that access to the physical environment is a priority during their annual review of H & S	Finance, Personnel and Premises Committee of governors Head teacher Bursar	Annually	The environment is adapted to and meets the needs of all pupils
Improve the delivery of information to pupils with a disability	<p>Following appropriate training if needed, our school will use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille 	<p>Internal signage clear and easy to see</p> <p>Resources enlarged where needed</p> <p>Braille resources sought if needed</p> <p>Induction loops sourced and used where needed</p>	<p>Check existing signage</p> <p>Ensure large print resources are available and can be accessed</p> <p>Research how to access braille and induction loops where</p>	<p>Head teacher</p> <p>SENCO</p> <p>SENCO</p>	<p>July 2022</p> <p>July 2022</p> <p>July 2022</p>	A range of communication methods are available, or can be accessed to ensure that information is accessible for all

	<ul style="list-style-type: none"> • Induction loops • Pictorial or symbolic representations 	<p>following training.</p> <p>Pictorial and symbolic representations such as visual timetables used to support learning and curriculum access for all.</p>	<p>needed</p> <p>Ensure that staff can provide or produce pictorial or symbolic representations for display and use in their classrooms to support all children</p>	All staff	July 2022	
--	--	--	---	-----------	-----------	--

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Finance, Personnel and Premises committee and then the full Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Carolyn Fairbrother, November 2021

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	No actions needed at this time	Head teacher	–
Corridor access	All corridors are wide enough for wheelchair access	As above	Head teacher	–
Lifts	n/a	n/a	Head teacher	–
Disabled Parking bays	1 at front of school available	No further action needed at this time	Head teacher	–
Entrances	Front and rear access are accessible for wheelchairs.	As above	Head teacher	–
Ramps	Access to the school via the ramp into class 2 is available	As above	Head teacher	–
Toilets	Disabled toilet located in front entrance area-easily accessed	As above	Head teacher	–
Reception area	Wide enough for wheelchair access	No actions needed at this time	Head teacher	–

Internal signage	Generally clear and user friendly. May need enlarging should the need be identified	Review and check annually- make changes as necessary	Head teacher	By July 2022
Emergency escape routes	Fire exits – width for wheelchairs	Review and check with Finance, Personnel and Premises Governors Committee. Consider how the Fire Safety Plan can ensure that the safety of all is provided for	Head teacher	By July 2022